

WORLD LANGUAGE

7th Grade Chinese Immersion Humanities UNIT 1

Beauty and Aesthetics: Idiom Stories

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

How do idioms reflect language and culture?

BIG IDEAS

Students use the target language to understand and communicate about:

- the definition and origins of idioms in different cultures.
- the meaning and the stories associated with various Chinese idioms.
- concrete examples demonstrating selected Chinese idioms.
- the importance and benefits of learning and using idioms.

GUIDING QUESTIONS

How do I use language to

- explain the definition and origins of Chinese idioms and give some examples from my own culture?
- talk about the story that inspired the Chinese idiom for a blessing in disguise and share a real or fictional story that explains the concept?
- discuss the meaning of the Chinese idiom for sitting around and waiting for things to happen and rewrite the story by changing the ending?
- explain the meaning and origin of the Chinese idiom for describing a paradox and evaluate whether certain situations in real life constitute a paradox?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW and NOVICE HIGH

Interpretive Listening Intermediate Low	I can identify the main idea in short conversations.
Interpretive Reading Intermediate Low	I can identify the topic from simple sentences in short informational and fictional texts.
Interpersonal Intermediate Low	By creating simple sentences and asking appropriate follow-up questions, I can request and provide information in conversations on familiar topics, interact with others to meet my basic needs in familiar situations, express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
Presentational Speaking Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics.
Presentational Writing Novice High	Using simple sentences most of the time, I can present personal information about my life and activities, express my preferences on familiar and everyday topics of interest, present on familiar and everyday topics.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** idioms
- **Practice:** the use of idioms in speech
- **Perspective:** In Chinese language, idioms are employed to make the discourse more succinct and more effective.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Characteristics of idioms

Cultural Comparisons

- Recounting stories

COMMUNITIES

School & Global Communities

- Share idioms that you know and use in your own speech

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

7th Grade Chinese Immersion Humanities UNIT 2

Contemporary Life: Holidays and Festivals in China

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How is the celebration of holidays influenced by culture? What are traditions and why are they important?

Students use the target language to understand and communicate about:

- the origins and significations of four major Chinese holidays.
- the meaning of the traditions associated with the four holidays.
- the similarities and differences between Chinese and American holidays.

GUIDING QUESTIONS

How do I use language to

- explain the meaning (lunar calendar, name), origin (the legend of the beast Nian), and traditions (food, decorations, entertainment) associated with Chinese New Year?
- talk about the legend associated with the Lantern Festival and the purpose of releasing lanterns?
- talk about the origin and traditions of the Dragon Boat Festival?
- explain the meaning of the Mid Autumn Festival and the story between Chang'e and Houyi?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using

sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW and NOVICE HIGH

Interpretive Listening Intermediate Low	I can identify the main idea in short conversations.
Interpretive Reading Intermediate Low	I can identify the topic from simple sentences in short informational and fictional texts.
Interpersonal Intermediate Low	By creating simple sentences and asking appropriate follow-up questions, I can request and provide information in conversations on familiar topics, interact with others to meet my basic needs in familiar situations, express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
Presentational Speaking Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics.
Presentational Writing Novice High	Using simple sentences most of the time, I can present personal information about my life and activities, express my preferences on familiar and everyday topics of interest, present on familiar and everyday topics.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** holiday customs
- **Practice:** traditions related to holiday celebrations
- **Perspective:** In China, people practice a variety of rituals that are associated with good luck and fortune during different holidays.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies
- Art

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Expressing purpose

Cultural Comparisons

- Expressing good wishes

COMMUNITIES

School & Global Communities

- Share traditions that you have during different holidays

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

7th Grade Chinese Immersion Humanities UNIT 3 Families and Communities: Traditional Values and Customs



Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

How do beliefs and values influence the manners and customs of Chinese people?

BIG IDEAS

- Students use the target language to understand and communicate about:
- four important values related to family and social relationships, integrity, and education in Chinese culture.
 - the idea of mianzi in Chinese culture.
 - the elements of wuxing and the concept of fengshui.
 - similarities and differences between the Chinese traditional values and those in my own culture.

GUIDING QUESTIONS

How do I use language to

- describe the four important Chinese values (filial piety, respect the old/love the young, integrity and credit, and respect teachers and value education)?
- talk about the Chinese idea of “face” (mianzi) and give examples from real life related to losing or gaining face?
- identify the five elements of wuxing and explain the concept of fengshui?
- compare and contrast the Chinese traditional values to those in my own culture?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using

sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW and NOVICE HIGH

Interpretive Listening Intermediate Low	I can identify the main idea in short conversations.
Interpretive Reading Intermediate Low	I can identify the topic from simple sentences in short informational and fictional texts.
Interpersonal Intermediate Low	By creating simple sentences and asking appropriate follow-up questions, I can request and provide information in conversations on familiar topics, interact with others to meet my basic needs in familiar situations, express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics.
Presentational Speaking Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics.
Presentational Writing Novice High	Using simple sentences most of the time, I can present personal information about my life and activities, express my preferences on familiar and everyday topics of interest, present on familiar and everyday topics.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** classroom design
- **Practice:** behaviors reflective of the concept of mianzi
- **Perspective:** In China, people value family, seniority, integrity, and education.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies
- Art

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Expressing preferences

Cultural Comparisons

- Existence of mianzi

COMMUNITIES

School & Global Communities

- Share beliefs about education and family in your own culture

Lifelong Learning

- Self assess progress toward unit goal